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## I. SUMMARY OF THESIS

Elaborată de candidate Adriana Denisa MANEA, conferențiar universitar doctor la Departamentul de Științe ale Educației, Facultatea de Psihologie și Științe ale Educației a Universității Babeș-Bolyai din Cluj-Napoca (<http://dse.psiedu.ubbcluj.ro/>), teza de abilitare cu titlul Managementul educațional și mediile incluzive de învățare abordează problematica eficienței activităților de conducere și coordonare educațională la nivel mezzo și microsistem, oferind date relevant teoretice și practic-aplicative în sfera managementului educațional, leadershipului inclusive, învățării și autoevaluării, procrastinării și anxietății de evaluare.

The thematic orientation of this work is circumscribed to the candidate's teaching and scientific research activities covering several fields, whose interdisciplinary character represented the strong element generating thematic expansion and pragmatic structural approach: institutional and class management, education theory, education inclusive, communication pedagogy, evaluation theory and methodology, management of intellectual activity and effective learning, internal and external evaluation of educational institutions, educational marketing, leadership and strategic management, education and career counseling. The doctoral thesis entitled School as an organization also falls under the same thematic dimension. Democratic-participatory management and its implications at the level of the School Center for Inclusive Education Beclean, on the basis of which the title of Doctor of Educational Sciences was obtained in 2010 by supporting it at Babeș-Bolyai University, scientific coordinator prof. dr. Vasile CHIȘ.

The paper is structured on two major components, relevant in the whole professional activity of the candidate, respectively: the presentation of the main scientific, professional and academic achievements, followed by the projection of directions for professional development and research.

The first section of the habilitation thesis - Scientific, professional and academic achievements, begins with the synthetic presentation of the candidate's publications: 2 single-authored books published in 2014 and republished in 2020, 2 books as co-author, ISI article published in a journal with impact (3.9), 20 in-extenso articles published in ISI journals, without an impact factor or in the volumes of proceedings with Peer-Review of ISI Thomson indexed international conferences, 28 articles published in BDI indexed journals located in at least 2 CNCSIS recognized databases, 33 articles published in journals indexed in other databases or in the proceedings of international and national conferences, 8 coordinated volumes, published at publishing houses/databases recognized by CNCSIS, 8 chapters published in collective volumes at publishing houses in category A2 or recognized by CNCSIS, 27 chapters and articles published in volumes published by publishing houses recognized by the academic community.

The professional and academic achievements of the candidate Adriana Denisa MANEA are revealed on the one hand from the perspective of coordinating and participating in work teams of some research projects, as well as from the perspective of organizing and participating in scientific events on a domestic and international level, membership/ president of the committees supporting and guiding doctoral theses, as well as a member of continuous training teams (training courses within national programs and international collaborations). For example, we mention the relevant projects in the economy of scientific and research activity: research project with broad public relevance "Education through cultural activities in Bistrita-Năsăud", 2023-2024, (project value: 1,271,600 RON) as project director ; the research-development-innovation project "Communication-evaluation-self-regulation at the level of the school organization" (value over 10,500 euros) as partner coordinator, 2009-2011; the project of national interest "Restructuring the national curriculum in high school education" - POSDRU/55/1.1/S/31536 as a long-term expert; the national project "School for all" - POSDRU/91/2.2/S/ 63200, as collaborator and coordinator of the groups selected within it; the ROZE-AG251/SGU/NC/II national project, as an education expert - development and support of courses. We also present some statistical data regarding scientific events and training activity: 139 participations in scientific events: 50 international level, 89 national level, of which 48 scientific events were organized and/or coordinated (16 international level, 45 national level); trainer in 10 domestic projects and 5 international projects - nominal invitation.

Next, the habilitation thesis refers to a broad field circumscribed to the educational and inclusive management at the institutional level and of groups of pupils/students covering three convergent directions of action, regarding both the didactic, practical-applicative and research activities of candidate. We refer to the area of interest reflected in the candidate's publications (books (4) and book chapters (8) as sole author and co-author published at A2 publishing houses, volume collections (7), articles published in ISI journals with an impact factor (1) and without impact factor (33) or journals indexed in international databases (26) and folded on three dimensions: (1) Prospects in educational management, (2) Effective leadership in inclusive environments and learning, (3) Procrastination and evaluation anxiety.

In the section *Prospects in educational management*, elements of analysis are presented on the vision and the main organizational implications of democratic-participative management, with an emphasis on change management and the management of inter-institutional relations. The conceptual approach to educational management is in agreement with the theoretical-applicative data subsumed into a conceptual map based on specialized literature, offering a composite and comprehensive picture of some independent variables (change and innovation, democratic-participatory management, marketing, learning strategies, evaluation and self-evaluation) and dependent (school performance, level of well-being and professional satisfaction, interrelational level/quality/interactions internal and external to the school institution), which were the object of empirical studies in defined organizational contexts. The focus in this first section falls on the correct deciphering and operationalization of the concept of management, which is doubled, sometimes substituted by leadership. The changes caused and supported by educational management involve innovation and interaction in the sense of development favored by social, economic, political, cultural factors.

If in the last century educational management was the one that occupied the first position with reference to efficiency and quality, the future belongs to leadership. The explanation derives from the fact that leadership is more change-oriented, and change can generate and sustain performance. In agreement with the permanent changes, a new dimension of the social consciousness construct that supports democratic behavior is addressed, respectively the consciousness that characterizes the inclusive society, and specifically, the culture of the inclusive school organization.

In accordance with the socio-cultural issues of interglobal emancipation and flexibility, in the context of the technological revolution, the investigation of inclusive strategies at the macro and microsystem level from a theoretical-applicative perspective, of effective learning techniques/strategies, of assuming universal and immutable values has been the subject of some among the candidate's publications (volumes developed as sole author or co-author, chapters, articles and studies) and whose conclusions are briefly presented in section II, *The Effective Leadership in Inclusive and Learning Environments*.

The existing axiological, but also epistemological relations between integration and inclusion, by exposing the advantages and disadvantages of the two types of action strategies, highlighted the balance that completes and gains expression under the sign of complementarity. Starting from the premise that at any moment in life every child, young person or adult can encounter a difficulty of an objective or subjective nature during their training/becoming, they advocate for inclusive quality education, for an open and flexible school, where diversity is approached as normal, and engagement pedagogy is a must. Effective strategies/models in learning focused on the optimal utilization of technology in education (STEM education) and collaborative learning in the inclusive environment, time management with an orientation towards eliminating procrastination, alternation of the formal with the non-formal are presented synthetically. Special attention is paid to sustainable education highlighted by the studies carried out on the dimension of training/self-training and self-evaluation of teachers, the skills necessary to be possessed by the educational manager (both at the institutional level and at the level of the leadership of the class of students) in inclusive environments, with an emphasis towards the inclusive leadership.

Section III *Procrastination and evaluation anxiety* from the first part of the thesis is in agreement with the didactic and research concerns of the candidate, which highlights the imperative intervention in emotional regulation, self-control over time by each of the learners, behavioral correction/self-regulation in situations evaluative and last but not least, the directions of action as an expression of a sustainable education. The analysis of the data on procrastination (causes, manifestation, effects) is seconded by the identification of means of intervention in order to minimize/eliminate maladaptive behavior visible in the delay in starting or finishing tasks. Even though not all tardiness is problematic, what turns such tardiness into problems is how it affects life not only on a personal level, but also on an organizational level.

The phenomenon of procrastination generated by the promotion of irrational cognitions can be controlled through a correct education, systematic and rigorous emotional control/adjustment in the performance of tasks, optimal capitalization of opportunities. Therefore, effective time management, self-discipline, which is necessary to successfully complete what is started/started, is a desirable way to overcome procrastination.

Knowing that quality, sustainable education is obtained in the conditions of a coagulation of educative forces from the school environment (formal and non-formal), family and social (informal), it is important to act in the direction of forming a culture of self/evaluation, harmonizing parenting styles with the child's needs and the demands to which he is subjected. Practicing self-control strategies in emotional management, aimed at reducing assessment anxiety for students in achieving school performance, is imperative.

In the second part of the habilitation thesis – Evolution and career development plans, the main directions of professional development and research, appreciated by the candidate as desirable targets, are described. These priorities are correlated with the previously exposed field and mainly aim at the following aspects: the investigation of the inclusive leadership and the proposal of an inclusive leadership model applicable to both university and pre-university education, the analysis of the impact of the connectivist theory (focused on the valorization of digital resources) on adult learning and students in order to develop programs/models for effective learning in inclusive environments. Given the fact that, in the long term, a disruptive behavior (procrastination and anxious behavior) could generate low social and professional performances, our concerns are directed towards the realization of a study with a well-defined component in the experimental intervention, respectively the development of a focused educational program in two directions: time management and control of assessment anxiety. Therefore, measuring the impact of some time management programs to avoid procrastination and reduce anxiety in evaluative situations is a research-action direction in order to improve performance both at the level of students (school performance) and at the level of adults/trainers (professional performance).

We believe that the acceptance of the habilitation thesis and the granting of the right to coordinate doctoral students will lead both to the amplification of research resources on topics such as those listed previously, as well as to the increase of the possibilities of deepening knowledge in these fields.